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DEVICES FOR CLASSROOM PROCEDURE

The following devices are offered as a convenient means for the inexperienced or over-driven teacher to diversify the daily round of classwork. By a proper use of them the teacher will find it easier to make out an interesting daily lesson-plan. Care should be exercised, however, that the recitations do not become choppy or disconnected. The devices aim solely to aid in avoiding monotony of procedure. They must become integral parts of a systematic, well-balanced, purposive plan that marches toward a clearly-viewed goal. Every recitation should have unity with variety.

Modern psychology insists that language can best be assimilated when all the mental faculties are enlisted in its acquisition. In general, therefore, each recitation should be so planned that as many of the language-acquiring senses be kept busy as is in consonance with the other aims of the work. Usually the class should receive its impressions of, and strengthen its grip on the foreign idiom by first hearing it, then seeing it, afterwards speaking it and lastly writing it. Also it is well that the pupils' final impressions of a recitation be German—if we let "German" stand for any modern language. Do not ordinarily end the class period with an English exercise. Finally, keep as many students actively engaged in the recitation as possible. These devices have proved themselves well adapted for that purpose. The success of the daily recitation and of the course lies largely in recalling the old saw: Plan your work and work your plan.

The teacher might well keep a detailed record of the work covered each day and of the devices employed, with running comments as to the success or failure of any recitation. If this plan is conscientiously followed in a given course, in second year German, say, it will furnish an invaluable basis for the work of that course in subsequent years and will materially lessen the labor of planning recitations.

So far as the collector knows a few of these devices are entirely original. The greater body of them, however, have been assembled from many sources. They are here offered in more compact form than their original surroundings would allow that they may be accessible for daily reference.

A. DEVICES FOR ORAL AND WRITTEN COMPOSITION

1. Have the pupils copy a portion of the text. This is a good exercise for beginners.
2. Let the pupils, with books closed, repeat short sentences read by the teacher.
3. Have pupils copy the text with minor variations of person, number and tense.
4. Have the pupils write memorized work frequently.
5. Read a short anecdote aloud. In the beginning, the pupils can give the gist of it in English; later in the course, they can give it in written, and finally in oral German.
6. Give the pupils five words found in the lesson and let them form German sentences therefrom.
7. Give cue words in German for a description, short narration and the like and let the pupils amplify these hints into a paragraph or a short composition.
8. For ten minutes have the pupils write original sentences illustrating the proper use of any of the parts of speech such as, for instance, the relative pronouns.
9. Pick out idioms from the lesson, write them separately on cards or slips and send the pupils to the board to write original sentences illustrating the use of the German phrases. This may of course be used as an oral exercise.
10. Assign words and phrases to be explained by German synonyms or paraphrases. This is a valuable exercise to increase flexibility of expression, but teachers should not require too much of pupils for their grade of advancement.
11. Let the pupils read the printed questions for a given reading-lesson and call upon any fellow pupil they please for the answer, who, after giving it orally, may be required to write it on the board.
12. In a question and answer lesson—where questions are not read as in 11—conducted either by the teacher or by the pupils themselves under the teacher's guidance, let each question and answer, after being given orally, be written on board.
13. Carefully prepare in advance German questions to be dictated to the class and answered by written German statements.
14. Dictate to the class German statements and let the pupils frame several questions on each.

15. Carefully prepare in advance questions on the text to be answered orally by the pupils. The best results from such a procedure are obtained when the questions are well thought out, not too difficult to answer, question and answer are carried on in a snappy fashion and are continued only so long as the class is working well.

16. When the pupils have answered all the questions on a given paragraph, require some pupil to give the gist of that section in German, either orally or in writing. For this work to be most successful, the questioning mentioned in 15 must bring out the skeleton of the paragraph, its outline.

17. With books closed, let each pupil in turn give one German sentence on the lesson for the day. The lesson may thus be developed orally and progressively. This exercise furnishes an excellent test of preparation. The blackboard should be used to reinforce any weak places or to clear up difficulties.

18. Let the pupils write ten sentences on the lesson. This may be an assignment or a test of preparation.

19. Let the pupils write frequently short series of actions after the Gouin method. This should be done systematically so that the students may have series covering all the ordinary acts of the home, school and street.

20. Assign a topic from the text for a short theme in German. This work is most effective when the theme is very definite, the material upon which it is based thoroughly understood and the main ideas which the teacher wants brought out in the exercise indicated pretty definitely beforehand. It is often best to make an outline for the pupil. The amount of help given should naturally be determined by the advancement of the pupil.

21. Have occasional reports from the members of a class on the geography, history, famous men, famous cities, rivers, buildings and so on of Germany. The teacher will find much material in foreign newspapers, humorous journals, "Aus Nah und Fern" and the like. Frequently pupils may be asked to report on news items, pictures, a joke, or an advertisement.

22. Let one or more pupils write on the board the contents of scenes or chapters, or parts of the last lesson. This is an excellent vocabulary review which may also be done orally if the class is ready for it.

23. Choose a student at each recitation who shall tell a three or four minute story at the next period.

24. Let the students dramatize short scenes from the text. Such work may be recited with much delight to the class.

25. Let the students write original dialogues, the best of which may be given before the class. In giving such an assignment, the teacher needs to limit the exercise to what is easily possible for the pupils who are doing the work.

26. Let the students give oral or written descriptions of post-card views, photographs of characteristic German scenes, or German works of art.

27. Let pupils write travel descriptions of Germany. This exercise will furnish the teacher the opportunity to ask the student to read one or more standard books of travel.

28. Require the students in a given class to write each other letters telling of their common school life, or narrating some incident or imaginary event.

B. DEVICES FOR READING

1. Have the pupils give an oral translation of unseen sentences read to them by the teacher.

2. Have the pupils give an oral or written reproduction in English (later in German) of an unseen passage read by the teacher or a fellow pupil.

3. Have pupils write a careful translation on the blackboard. This scheme has several obvious advantages over the oral, man-to-man translation. All the members of the class are thus kept busy at the lesson. It may be used to reduce to a minimum the amount of English *heard* in the classroom. And it is an excellent test of the accuracy of pupils' work.

4. Let two or three pupils go to the board and translate small portions of the text, of medium difficulty. Then let an equal number of the class go to the board and retranslate into German the English translation.

5. In assigning a translation lesson, ask each member of the class to make a special study, in a given paragraph or paragraphs, of one of the following topics:—German words cognate with the English, illustrations of the meanings of prefixes and suffixes, common words, synonyms of words occurring in lesson, the special

meanings of troublesome words like *doch*, *noch*, *schon*, *ja*, etc., and idioms. The idioms should not only be noted but translated.

6. Use the recitation period to have the pupils in their seats read on in the text in advance of the work prepared, asking them to reserve the last five minutes of the class period for writing an English synopsis of what they have just read. This is a splendid exercise to introduce pupils to the method and habit of rapid reading without word-for-word translation. This device must be employed with discretion: it can be used to best advantage only when the pupils have attained a certain facility in recognizing the German words and when the text thus treated offers no unusual difficulties of construction or vocabulary.

7. Have the pupils give a careful translation of the harder and more important passages only. Let the easier passages be read in the original.

8. Assign a lesson for careful translation, but instead of requiring a word-for-word translation in class read the lesson in the original stopping only here and there to ask about a word or phrase to test the quality of the preparation. Often a written test of ten minutes will suffice and then the remainder of the hour can be used in some other fashion.

9. Have the class frequently read in chorus with or without the teacher.

10. As an incentive for outside reading offer a certain per cent. increase in the term grade for each book read.

11. In studying poetry it is destructive of the charm which the poem may have for the students to pick it to pieces or to give it a slovenly translation. A good method to follow is first, before the pupils have seen the poem, to give in German a short description of its setting and something of its vocabulary by narration or by dictation. Then read the poem itself aloud with all the expression possible. Follow this reading with several readings by the class in unison during the same recitation period and frequent chorus or individual readings in subsequent recitations.

C. DEVICES FOR GRAMMAR WORK

1. In drilling inflections of any part of speech, do so in phrases or easy sentences. Thus the pupil will unconsciously assimilate something of correct German sentence structure and of "sprachge-

fühl" at the same time that he is learning a given set of inflections. Care should be taken, however, that the practice phrases or sentences be not too hard and unwieldy, particularly at first.

2. Have the class write out carefully the syntax of a number of typical and illustrative words in a given lesson.

3. In assigning a lesson, frequently require the principal parts of ten nouns and ten verbs to be written out and handed in for the next recitation.

4. Give a short German sentence and require A to make it negative, B to turn it into a question, C to make it negative-interrogative. Or a pupil may be called on to give the sentence instead of the teacher, in the first place.

5. Write on the board (or give orally) a list of nouns, requiring the pupils to give the correct form of the definite (indefinite) article or pronominal adjective in a given case, as in the accusative singular or dative plural.

6. Give ten sentences in which the nouns are to be replaced by appropriate pronouns.

7. With a sentence like "er schenkt mir die Blume" practise the dative of all the personal pronouns. Then change "die Blume" to the proper pronoun and drill the several forms and the pronoun order. Also replace "die Blume" and "sie" by "den Bleistift" and "ihn" or "das Heft" and "es" and continue the drill.

8. Write on the board a number of sentences with dependent clauses from which the connectives have been omitted. Then let the pupils fill in the blanks with the proper forms and words. This is an especially good drill on relative pronouns.

9. Give a German adjective and then call on the class or a single pupil to name an appropriate noun to be used with it and the correct ending for a given case and number in any adjective declension. Or a pupil may be required to give the adjective instead of the teacher, in the first place.

10. For drill in adjective declension endings make out lists of common nouns putting them in a variety of cases. Indicate the adjective before each noun leaving the ending to be supplied by the class. If possible such drill lists should be mimeographed or typed and placed in the hands of the class for drill periods only. The teacher should keep the lists in his own possession and ready for any odd moments when drill work is appropriate or necessary.

11. Let A give a noun, B the appropriate article and C a suitable adjective with the correct declension ending.

12. Give a list of well-known nouns, some preceded by "ein-words," some by "der-words" and let the pupils supply adjectives in proper forms.

13. In drilling on verbs, instead of asking for the first, second and third persons singular and plural of the present tense, then of the imperfect, and so on, pick a few forms that you wish to drill on especially, give them orally in the several variations of affirmative, negative, interrogative and negative-interrogative, letting the pupil translate each form into English. Then give the same forms in the English asking the class to translate them into German. This is an excellent exercise if conducted snappily.

14. Have A give a verb in the present tense, B (the same verb) in the imperfect, C in the future and so on through all the forms the teacher may see fit to require. This exercise may be varied by having A give his form in the first person singular, B his in the third person singular, C his in the first person plural and D his in the polite form, but each in a different tense.

15. Describe in pantomime, after the Gouin method, a series of actions requiring the pupils to describe them in German. Then ask one student to tell a fellow student what you are doing. This exercise permits a large number of variations for drill on the several persons and tenses.

16. Give the students short German sentences in the active voice to be changed into the passive. Also reverse the process.

17. Give the class short German sentences indicating the introductory word. The pupils are then to give the sentence in the proper word order. Ex. "Ich gehe ins Theater;" introductory word "heute abend."

18. Write or give lists of nouns preceding them by prepositions and leaving blanks for suitable forms of either article, pronominal adjectives or of possessive adjectives. If such lists can be mimeographed or typed and kept on hand by the teacher for any emergency it will be found very convenient and productive of time saving.

19. For drill in numbers use easy arithmetical examples. Easy additions and subtractions and the multiplication tables are especially good exercises.

20. Let A give a small number, B another and then ask C for the sum or difference or product.

21. For practice in telling time of day use an old or an inexpensive watch.

22. For practice in dates use a calendar. Point to any number, requiring the pupil to give in German the day of the week, of the month and the year. This may be given with a verb in the past, present or future tenses.

23. Write on the board some of the faulty sentences from the written work of your pupils, underscoring the defective form or forms, and require the students to re-write the sentences at their seats, correctly.

D. DEVICES FOR DICTATION WORK

1. Exercises 1 and 3 under "A. Devices for Oral and Written Composition" might well precede other dictation work.

2. Dictate a short paragraph or portion of the current lesson. The best results are obtained from dictation exercises when the teacher begins with very easy and familiar material and works gradually to the more difficult and unfamiliar.

3. Dictate from text prepared some days before.

4. Dictate from some easy text which the pupil has never seen.

5. Dictate from a more difficult unseen passage.

6. Dictate a short synopsis of a whole lesson.

7. Dictate questions on text during first half of period, devoting the last half to answering them and having them read.

8. Dictate poems, anecdotes, snatches of political or literary history, lives of prominent men and so on.

9. Dictate a paragraph either from the lesson or a paraphrase of it leaving the pupils to supply any forms which you may desire to drill on. Suppose the lesson is on adjective endings; you can dictate the material giving only the stem of the adjective and require the students to supply the lacking endings. This exercise can be applied in a variety of ways.

E. DEVICES FOR WORD STUDY

1. Send a few pupils to the board to write down from a short (new) passage the words which they do not know. Then call upon

the class to give either English equivalents or German synonyms for as many as possible.

2. For systematic vocabulary drill ask questions of the pupils or let them ask each other about any object in the classroom or in their homes or in the street, etc., as to its location, its color, its form, its dimensions, the material of which it is made and its use.

3. Choose secretly—or require one of the pupils to do so—some well-known object of the class room and have the students guess what it is, letting them ask their questions in turn. All questions should be in such form as can be answered by “ja” or “nein.”

4. Write a long German word on the board and have the pupils write as many smaller words as they can from it.

5. Write a word on the board and let the students write down as many words related to it in meaning or in derivation as they can.

6. Draw up a list of known words of which the pupils are to know the common related words, by the end of a given time.

7. After reading a given text, have the students select from its vocabulary and arrange in groups words that are related by (1) stem, as *sehen-besehen-versehen* and by (2) subject, as time, school, home, people, food, animals, clothes, parts of the body and the like.

8. Send four pupils to the board and require A to pick from a given paragraph of the lesson words for which he knows German words, B to give as many antonyms as possible related to words found in the portion assigned, C to note synonyms and D to group the words of the paragraph together according to meaning.

9. From the vocabulary studied draw up a short list of common synonyms, giving the English word, the German equivalent and its synonyms and let the students write down in their notebooks German sentences in which the synonyms occur. To illustrate: English *fast*; German synonyms *schnell*, *rasch*, *geschwind*; *das erschrockene Kind lief schnell nach Hause*; *das Kind sprang rasch ins Haus*; *er reiste geschwind fort*. This list should represent what the pupils should know by the end of the course.

10. As a part of an assignment require the pupils to select five German words for which they have found synonyms or antonyms or both.

11. Draw up a list of the troublesome words such as *doch*, *noch*, *schon*, *ja*, etc., guide the students to discover their various com-

moner meanings, and require the pupils to write in their notebooks illustrative German sentences culled from their reading.

12. Give pupils the commoner meanings of the ordinary prefixes and suffixes and have them record in their notebooks several words illustrative of the several meanings.

13. To more advanced students indicate the more usual correspondences between the English and German consonants and teach them to look for cognates.

F. MISCELLANEOUS DEVICES

1. Urge students to read much aloud.
2. Urge them to talk to themselves in German.
3. Suggest to them the idea of setting aside five or ten minutes each day when they will consciously think in German.

4. Divide your class into small groups of four or five each appointing from among the abler students leaders for the several groups. Let them meet a half hour each week for reading aloud, for giving of grammatical forms, for question and answer work on the reading text. In order to insure the success of such a plan the teacher must keep close track of the work and the spirit of each group.

5. Have the students keep a diary of the classwork for each day, noting the kind of work done, words and phrases discussed in class, new words and phrases used in a recitation and which they are to look up the meaning of for the next period. This diary should be kept very neatly and should be subject to frequent inspection by the teacher.

6. From time to time have the pupils write out a list of the difficulties of a given lesson. Make these lists the basis of class discussion.

7. Procure a frame about the size of that of a portable blackboard and have it covered with burlap. This forms an excellent display device for pictures for the classroom. It is very convenient because the pictures may be easily changed whenever it is desirable.

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